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The content of the book is presented in the form of a series of letters directed to a boy, presumably of grammar-grade maturity. The author begins by explaining the simplest aspects of electrical phenomena as they are involved in radio and proceeds by a very well-graded series of letters to a description of the complete radio set and its operation.

The book has three merits which deserve particular mention. First, the style of the writing is fitted to the maturity of the intended reader. From the choice of similes and the vocabulary throughout, it is evident that the author knows boys. A second merit consists in the manner in which the reader is led to fundamental explanations. The book is not a rule-of-thumb manual for setting up a radio outfit. Rather, it carries the reader through a series of simple scientific explanations in a manner which is very satisfying from an educational standpoint. The third deserving element consists of a series of 136 carefully drawn figures which make the text material easier to follow.

The book will be useful as a supplement for an elementary science course or as a guide to pupils who are working on a radio project. It can be recommended without hesitation.

New revision of the Binet test.—In measuring intelligence it is generally conceded that an individual examination is more reliable and more desirable than a group test. The two chief difficulties in making individual examinations are the large amount of time required in giving the tests and the great amount of training needed before an examiner can accurately use the method. A recent revision¹ of the Binet test attempts partially to eliminate the first of these objections by using a different method of scoring and by reducing the total number of tests in the series to thirty-eight. The thirty-eight tests are arranged in five groups, each group containing exercises which range from easy to difficult. A system of point scores is used, by which partial credit may be given for the single tests as contrasted with the whole-or-none method of the Stanford Revision. The general directions for giving the test are the same as those which apply to the other forms of the Binet test, but the specific directions are considerably modified, as indicated in the following paragraphs:

Always begin with Test 1, follow at once with Tests 2, 3, and 4 in order, and then find the total score for these four (Group A). At the end of each group of tests are directions for the omission of certain tests in the additional material for the next group. These omissions are always governed by the score in Group A and include those tests in which the examinee is certain to make either a perfect score or a zero score. Full credit is given for the former and none for the latter. If a test which should be omitted is given, disregard the score and credit as if the directions had been followed. If a test which should have been given is omitted, go back and give it. If this is impossible, one recourse is to employ the estimate of mental age obtained from the longest completely given group. Each group includes all preceding groups. . . .

¹ JOHN P. HERRING, *Herring Revision of the Binet-Simon Tests*. Yonkers-on-Hudson, New York: World Book Co., 1922. Pp. 56.

One may be said to have learned to administer the Herring Revision when he can maintain a correlation of 0.97 with the Stanford Revision of the Binet-Simon Tests in unselected age groups (the Stanford should be given first, and the Herring not on the same day), or when he can obtain an average difference of about 4 points in I.Q. or less between the I.Q.'s of the Stanford and of the Herring (or of two Herring-Binet examinations of the same children by two different examiners on different days) [p. 5].

The tests are arranged in the manual in a very convenient form, with a table at the end of each group for translating the point scores into mental age. The new materials which have been embodied in many of the tests seem, from inspection, to be very good. Their applicability to various groups of children will need to be tested, however, by wide experience with the test. Its high correlation with the Stanford Revision will make it of value in rechecking cases where a first test seems to give a doubtful result.

Additional occupational analysis from the University of California.—The University of California has from time to time been publishing bulletins which make an intensive study of some of the problems of part-time education. An additional study,¹ in the same series, which has just been made available merits special consideration because of the large number of juniors who enter this occupation on the continuation-school level without knowledge of the opportunities for, or lines of, promotion and too often without personal responsibility for service to either the company or the public.

Parts I and III contain instructional material of both general and specific value. The "History of the Telegraph," "Other Methods of Message Transmission," "The Journey of a Telegram," "The Employee's Responsibility," "The Company's Responsibility," and "Giving Additional Service" are suggestive of the objectives and type of material demanded by modern continuation-school curricula.

Part II presents a very careful analysis of twenty-three positions in the different departments of the telegraph service. The majority of these positions are open to juniors with limited training. Promotional possibilities are indicated.

Educators who are responsible for effective service in occupational guidance and placement will welcome this new publication and will be interested in other studies under the same auspices which may appear from time to time.

New series of readers.—Whenever a new set of graded readers is published one expects to find some central idea which is dominant in its preparation. In a recent series of readers² this central purpose has been to gather together

¹ R. E. BERRY, *The Work of Juniors in the Telegraph Service*. Part-Time Education Series, No. 10, Bulletin No. 7. Berkeley, California: University of California, 1922. Pp. 179.

² FANNIE WYCHE DUNN, FRANKLIN T. BAKER, and ASHLEY H. THORNDIKE, *Everyday Classics. Primer*, pp. iii+108; *First Reader*, pp. 144. FRANKLIN T. BAKER, ASHLEY H. THORNDIKE, and MILDRED BACHELDER, *Everyday Classics. Second Reader*, pp. 192. New York: Macmillan Co., 1922.